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ABSTRACT

This guide was developed for workplace instructors involved in the Workplace Training Project. The Workplace Training Project was conducted by Lane Community College in Eugene, Oregon, in partnership with four area businesses to develop learner-centered competency-based workplace curricula covering the following topics: basic math, fractions and measurement in the workplace, survival math for work and home, interpersonal skills, business writing, problem solving in the workplace, and English as a second language. The following items are discussed in the guide's five sections: purpose of the guide (consistent approach to training and disseminating information, individualized learning plans, learning styles); background of the Workplace Training Project grant (project goals and objectives, summary of the project proposal); development of a customized curriculum (differences between workplace instruction and other classroom teaching, resource information available for instructors, methodology for developing a customized curriculum, assessment, uses for a customized curriculum developed for the project); procedures for writing a customized curriculum (word processing template for developing curricula, role of the curriculum specialist, template simplifying instructors' development tasks); and staff development opportunities (teleconferences, videotapes, training). Appended are the following: needs assessment summaries, five sample forms and evaluation tools, and a sample release of information form. (MN)

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ED 424 444

Guide for Instructors and Staff

Workplace Training Project

at

Lane Community College, Eugene, Oregon

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Purpose of this Guide for Instructors

Consistent approach to training and disseminating information

The purpose of this guide is to provide a means of sharing general information about the Workplace Training Project's history, purpose and goals. Because the mission of this project is to provide needed instruction in the workplace, the instructors who provide the necessary classes should have a background and exposure to the history and purpose of the project. Meeting the goals and objectives of the project requires a cadre of instructors with a wide range of talent and experience. Some of the instructors teach only a few classes. Nevertheless, all of the instructors and staff need to understand what the project is committed to accomplish.

Instructors who have a good grasp of the "why" of the project can be more helpful to both the participants and the participating businesses.

References for new instructors

Each new instructor has questions about the background of the project, the main players and what they do, and the instructor's role in the project. This guide is to be used as a reference tool for anyone working with the project. It won't answer all your questions, but it expects to answer the most basic questions and provide you with a reference.

Because the project works with four different participating businesses, it is important that each staff member know how to go about getting information, whom to ask, and what your responsibilities are. When you need information about your business site, or materials, please talk to the Project Coordinator first, then ask project staff employees **before** going to participating businesses.

Forms and Timelines

At different times during each class the instructor is responsible for making sure forms used by the college or the project are completed (either by the participants or the instructor). The lists below help ensure that you are aware of each of the necessary forms.

Examples of some of the forms instructors need to use as a part of their instructional duties are located in the Appendix. Other forms are available from the Project Coordinator.

> ***NOTE:*** *All instructors need to be familiar with what is covered on project forms before they use them in classes.*

Early in the training:

1. LCC Registration form - Section A, B.	Participants need to complete by the end of the 1st day of class
2. Learner Enrollment form	Participants need to complete by the end of the 1st day of class
3. Course form	Instructor needs to complete by the end of the 1st day of class
4. Individual Learning Plan* Part 1	Participants need to complete by the end of the 1st week of class or sooner if they are participating in a short training
5. Learning Style Activity*	Participants need to complete by the end of the 1st week of class
6. Pre-test (to be created or selected by instructor for each class)	Participants need to complete by the end of the 1st week of class

* The Individual Learning Plan and the Learning Styles Activities are explained in more detail on the next page.

During the training:

1. Attendance Rosters	Instructor needs to keep track of attendance for each class meeting.
2. LCC registration form, section C - yellow form	If a participant drops from the training, the instructor needs to send the yellow form to the Administrative Assistant for the project.

At the end of the training:

1. Learner Assessment form	Participants need to complete during the last class meeting
2. Learner Evaluation form	Participants need to complete during the last class meeting
3. Outcomes form	Instructor needs to complete after the last class meeting
4. Follow-up section on Individual Learning Plan Part 2	Participants need to complete during the last class meeting
5. Post-test (to be created or selected by instructor for each class)	Participants need to complete during the last class meeting

Individualized Learning Plans

Individualized Learning Plans (ILP) will be developed by the instructor with the adult learners who participate in any workplace trainings. The ILP will be based on the focus of the training, assessments of basic skills, and learning style of each participant. The participant will be encouraged to identify job-related goals he/she wants to achieve. This information will enable the instructor and participant to develop a competency-based ILP. The ILP will identify the specific competencies to be mastered, methods for assessing competencies, and completion dates for the competencies. Initial plans may be updated during the training, as the participant's progress in meeting the competencies is reviewed by the participant and the instructor. ILP forms are available from the Project Coordinator and are required for each participant in the project.

Learning Styles

as they apply to the Workplace Training Project's participants

In a study by the American Society of Training and Development, more than 400 experts and practitioners were involved in the process of identifying seven essential skill areas deemed essential by employers. These skills include: Learning to Learn, Basic Skills, Communication, Thinking Skills, Personal Management for the Job, Group Effectiveness, and Influence. Learning to learn is a fundamental skill needed to open the door to lifelong learning. It includes three dimensions:

1. personal (understanding the preferred learning style of oneself and others),
2. interpersonal (giving and receiving feedback appropriately),
3. cognitive (organizing and applying information).

As a result of the information from this study, instructors are encouraged to have participants complete a short learning styles inventory during the first week of training. The purpose of the activity is for participants to identify their learning style (visual, auditory, hands-on) and to plan how to use that style in a learning environment and a workplace environment. Copies of some learning styles activities are available from the Project Coordinator.

** Please consult with the Project Coordinator before your class begins to determine the appropriateness of using a Learning Styles activity with your class.

Background of the Workplace Training Project Grant

Summary of the project's goals

Lane Community College has joined with four business partners in implementing the Workplace Training Project. Approved and funded by the U. S. Department of Education as a part of the National Workplace Literacy Program in the fall of 1994, the project began in January of 1995. The project will continue for three years. The project's main goals place an emphasis on:

- developing learner-centered competency-based curricula,
- increasing productivity in the workplace,
- developing a strong model partnership program.

Four companies are partners with Lane Community College for the duration of this project.

- **Newood Display Fixture Manufacturing Co.**, a producer of fine wood fixtures for commercial display in retail shops.
- **Pacific Western Extruded Pipe Co.**, (known locally as PWPipe), a manufacturer of PVC pipe for irrigation, waterworks, electrical applications, and plumbing.
- **The Springfield Group**, maker of specialty veneers for engineered lumber, and plywood as a secondary product.
- **Staffing Services Inc.**, a temporary employment agency placing workers in manufacturing businesses.

The two small manufacturing plants (Newood and PWPipe) employ around 60 permanent workers. One of the small manufacturing companies has between 5 and 30 temporary employees. The wood products plant employs 450 people at the Springfield location and 150 at 4 other locations. The temporary employment agency works with between 250-300 people per year.

Summary of the project's objectives

The Workplace Training Project has measurable performance objectives that enable the project to meet its goals. The activities of the project are grouped into five program functions:

- curriculum development and training delivery
- project evaluation
- project demonstration and dissemination
- capacity building for workplace training
- project management

Project objectives:

1. A minimum of 216 workers will participate in workplace basic skills training during the three year project period.
2. One hundred percent of participants will complete an individualized learning plan (ILP) developed jointly by instructors and adult learners, and based on individual skills assessments and job task analyses.
3. Seventy percent or more of participants will attain ninety percent or more of the competencies identified in their individualized learning plans.
4. Measurable gains will be observed in key productivity indicators specific to each business partner. Some examples of these indicators are increased job retention, promotions and satisfaction, increased diversity of skills, a decrease in on-the-job accidents, decrease in job mistakes.
5. Workers participating in training will express satisfaction with the training methods and the skills they gained, as demonstrated by evaluations completed at the end of each training course.
6. Project partners will express satisfaction with project operation and the training outcomes, as demonstrated by annual surveys of key participants.
7. Project materials and outcomes will be disseminated locally, regionally and nationally through industry networks and education provider networks.
8. Project partners will demonstrate an increased capacity to provide basic skills training in the workplace.
9. The partnership will maintain accurate records of project activities, fiscal records, and evaluation data as required by the Department of Education and the fiscal agent, and will submit all reports on time.

Summary of the project proposal

Basic skills instruction will be based on the specific competencies required by jobs at each worksite. Instruction will be customized to the individual skill levels and in individualized learning plans of each worker. Skills learned will enable workers to adapt better to changes in the workplace and will lay the groundwork for continued education and training.

Training will include courses in mathematics, reading, writing, communication skills, reasoning, problem-solving, and English as a second language. A staff development plan encouraging instructor learning about workplace training is incorporated as part of the project. The project evaluation will form the basis for extensive dissemination activities.

The project has the full and committed support of the partners. Business partners will participate in all facets of the project, including evaluation and dissemination. As the education provider for

the project, Lane Community College also has committed to full support of the project objectives. Lane will act as fiscal agent for the project. The partnership provides 30 percent of total project costs. The business partners are providing a high level of support to their employees to participate in the project, including either bonuses for completed classes, or paid release time. Each partner's commitment to the project is documented in the signed partnership agreements and letters of commitment (see proposal).

The project builds on the experience of Lane Community College in providing adult basic education and workforce training to adults in Lane County. The Workplace Training Project will develop curriculum materials, distribute a newsletter three times a year, write a project guidebook for instructors and staff, and produce a videotape promoting workplace basic skills training. These products will be disseminated through education provider networks, so that materials and outcomes of the Workplace Training Project can be replicated by other workplaces and other community colleges.

For specific details of the project, see the proposal to the National Workplace Literacy Program located in the Project Coordinator's office.

Sample descriptions of workplace classes being held

Class Titles:	Description of Class Content:
Basic math	Content focuses on skill-building from basic operations through algebra. A special focus on ratios and proportions and help with calculations needed every day. Estimation and problem-solving practice in small groups. Learners participate until their math competencies are achieved.
Fractions and measurement in the workplace	In addition to skill development in fractions, word problems using work simulations and measuring tools from the workplace are incorporated into the training.
Survival math at work & home	Content focuses on fractions, decimals, percents, measurement and the use of the calculator. General math skills are learner directed. Practical applications and simulations are developed from needs of group.
Interpersonal skills	Class designed to improve communication between staff members, between staff and management, and in team settings. Advisory teams say that communication breaks down most often under production deadlines. Team leaders specifically requested training in listening skills, and in communicating clearly.

Business writing	Content focuses upon requested needs of employers. Class focuses on how to communicate effectively in short notes to co-workers to writing effective external business letters.
Problem-solving in the workplace	According to Site Advisory Team, employees need a bigger picture of the workplace as a whole before problem solving makes much sense. Class aims to provide company overview and project oriented problem-solving techniques.
English as a second language	Class provides help with English conversation with an emphasis on comprehension of both oral and written communication in a workplace setting. Also provides American workforce cultural information expected at the worksite.

Roles of players in the project

Title of participant	Explanation of their role
Program Director	Department chair of the Training and Development Dept. at Lane Community College. She coordinates the administrative and high-level management and personnel issues related to the project.
Project Coordinator & Co-Director	Coordinates the day-to-day operations of the project from her office at LCC. She is the lead project developer for the WTP, does project reporting, manages project staff, organizes regular meetings of partners and staff, instructs classes, and is responsible for the ongoing success of the project.
Administrative Assistant	Helps the Project Coordinator with maintaining project records. In addition, the A A helps develop instructional and administrative materials for use by staff and partners.
Administrative Coordinator	Coordinates and maintains records and accounts for all financial expenditures, including matched funds received from business partners. She also helps develop administrative procedures, forms and materials.
Workplace Instructor	Responsible for assessing participants, reviewing educational materials, developing curriculum to be used in the workplace, teaching classes, working with business partner's managers, supervisors, & employees. Also works with other project staff developing materials and sharing ideas.
Video Producer	Responsible for developing, with the project staff and business partners, a video that explains and promotes workplace basics training.
Curriculum Specialist	Creates a plan to help standardize curriculum development for the project. Assists instructors in developing the curriculum. Prepares completed curriculum for publication in a standardized format. Assists project staff with projects.

Newsletter Editor	Writes newsletters about the Workplace Training Project that is disseminated to a broad audience in education and industry. Employee of the Springfield Group.
External Evaluators	Willamette Valley Resources are independent contractors hired to be responsible for guiding and participating in evaluation of the project.
Plant Manager, **PWPipe**	Member of On Site Advisory team. Attends quarterly Advisory Board meetings.
Continuous Improvement, Safety, & Environmental Coordinator **PWPipe**	Member of On Site Advisory team. Attends quarterly Advisory Board meetings. Responsible for the project at PWPipe. Helps direct curriculum desired at PWPipe.
Manager of **Staffing Services, Inc.**	Member of On Site Advisory team. Attends quarterly Advisory Board meetings. Responsible for the project at Staffing Services, Inc. Helps direct curriculum desired at the temporary agency for its employees.
Plant Superintendent, **Newood Products**	Member of On Site Advisory team. Attends quarterly Advisory Board meetings. Responsible for the project at Newood. Helps direct curriculum desired at Newood.
Personnel Manager, **The Springfield Group**	Member of On Site Advisory team. Attends quarterly Advisory Board meetings. Responsible for the project at the Springfield Group. Helps direct curriculum desired at The Springfield Group.

Role of the external evaluation team

The Willamette Valley Resources, Inc (WVR), is an independent contractor that has been hired to oversee the activities of the project. WVR's activities are completely separate from the project activities. Their goal is to evaluate the impact of project training from the perspective of the employee and the employer.

They will be observing some of the following information to gather clear indicators concerning the impact of the project on each facility.

1. What impact is the training having on the workplace?
2. What indicators can be observed at each workplace?

The evaluators will establish a baseline at each employer's facility to help them identify change in such areas as job retention, promotions, accidents and so forth. The evaluation plan for the project measures major company-specific impacts of the project in addition to "standard" measurements such as job retention and performance. WVR will evaluate specific impacts that occur with the major issues identified by individual participating companies.

The majority of the project objectives will be evaluated using quantitative methods. Communication training will be evaluated using a communication network analysis tool to do the evaluation. The evaluation will be centered around three groups of key indicators:

1. **Employee success factors** such as job retention, promotion and better communication with peers and supervisors. These indicators will be assessed by using instruments such as the Learner Assessment form.
2. **Task improvements** such as reduction of errors, improvement in productivity. Most of the ways of evaluating these improvements will be custom designed with the companies.
3. **Company success** such as safety records, reduced down time, and reduced supervisor and management time. This will be reviewed by means of satisfaction surveys measured against a baseline gathered at the beginning and measured at differing times during the project. The return on investment will be calculated by computing the investment costs of the company and the measurable savings.

Developing Customized Curriculum

How workplace instruction differs from other classroom teaching

If your teaching experience has been primarily in a classroom setting, it may be helpful to think about how instruction may differ in a workplace setting. In Workplace Training Project classes differences begin in the class development stage. Before an instructor comes on the scene, the Site Advisory Team composed of workers and supervisors from the business and the Project Coordinator meet to discuss and decide what skills need to be taught and to suggest curriculum to be covered. It is important to remember that, in helping to make this training available, the employer is expecting that it will improve productivity or other aspects of the business. Knowing the employer's needs and expectations can help you as you begin to design or implement specific curriculum or lesson plans. Project participants also are aware of the direct relationship between the trainings and their work.

Some worksite background may be necessary

There is a complex interrelationship between the employer, the worker, the job each worker does, the class, and the instructor. As an instructor, you will need to know more than your subject matter. You will need to have some background information about the business. You will need to understand how your particular subject matter may be used in the plant and specifically by the employees who are taking your class. To do this, you may need to become at least somewhat familiar with various jobs within the plant, especially those performed by project participants in your class. Also, you will need to understand what project participants see a need to learn.

Classroom considerations

Generally, arranging for classroom space and any technical support you may need will be done through the Project Coordinator, although sometimes you may need to interact with the business partners about such needs. The businesses participating in WTP have designated areas for instruction, but these areas often have other primary uses and the business representative may not be aware of what may be needed in a classroom. Accommodation may have to be made for using rooms that are near the plant and therefore either noisy or high traffic areas (or both), or for rooms that are too large or too small, or for rooms with furniture that won't accommodate the project participant seating arrangements you may prefer, etc. For equipment, too, companies have been generous about making things available, but you will need to interact clearly about what you need and what can be made available--and what is available may be significantly different from what you have been used to working with.

Participant's work commitments

Another difference you may encounter is a conflict between productivity commitments and classroom attendance. Although WTP businesses have made training a priority, it is also true that employees have been hired to do an important job and are expected by supervisors and co-workers (and themselves) to perform that job. So, especially if the work load is heavy that day or if there are equipment problems, etc., project participants may feel pressure to be on the floor at the time class is scheduled. This is, of course, less of a problem at the locations where trainings

have been scheduled between shifts. Still, at times project participants feel a conflict between work and class responsibilities. When someone's shift overlaps the regular shifts, or when project participants who are working overtime are forced to choose between job pressures and class, it may create problems for both the project participant and the instructor.

In addition, it is important to be aware of workplace hierarchy and workplace structure. For example, having management and workers participating in the same class, having project participants who "hang together" because they work together, or having project participants who have ongoing work-related conflicts may influence how well certain patterns of instruction will work with a particular class.

Confidentiality

Finally, it is important to remember that any information collected on employees participating in WTP trainings is confidential. The Learner Enrollment Form and the Learner Assessment Form ask for some personal or potentially sensitive information that could be harmful or embarrassing if released. Also, releasing specific skill information (test scores, etc.) violates participant's confidentiality. It could have a negative impact on worker's employment or reputation in the plant. This can be "tough territory to navigate," especially when talking with employers or supervisors. These are some of the reasons you need to be alert:

- as instructors, we are often accustomed to sharing information freely about students
- employers and supervisors also share pertinent information freely to make work decisions
- some of the "confidential" information may be well-known to plant personnel
- some exchange of information about the class (and even about specific project participants' skills or progress) is going to be necessary.

An appropriate approach to the confidentiality issue might be

- to be "mindful" of the issue whenever you discuss the class,
- to keep the information you offer as general as possible,
- to discuss with a project participant the *release of information* form that business partners need to sign. (See Appendix)

Resource information available for instructors

The most important resources available to Workplace Training Project instructors are the Project Coordinator and the other instructors. The Project Coordinator has a wealth of information about the project and the businesses. In her office is a collection of books and other reference materials related to workplace instruction and various related subject matters. Other materials include some workplace training curriculum developed by similar projects.

Take advantage of cooperative education

In addition, the project strongly encourages cooperative instruction. Other instructors will gladly share ideas, methodology, or materials with you. Instructors have much company information that they have gathered in order to make their own instruction as relevant as possible. Accessing such information can save you time in creating company-specific curriculum and give you an information base to operate from when you need to gather further information. Instructors are open to team teaching (or just making a guest appearance) in your class if you think such an approach might make your class more effective.

Staff meetings

Some of this sharing is facilitated by monthly meetings of active project instructors and key staff. This provides a time to network as well as evaluate progress and problem-solve issues related to the project.

Job Task Analysis

Another important resource is the job task analysis report. The report was developed before any instruction began, and it provides for each company a summary of job tasks, issues, employee recommendations and training possibilities in the areas of communication, writing, math and reading.

Skillsbank

The Skillsbank computer program provides independent practice for project participants who need help in basic skills. If a business site wants to make the Skillsbank available to employees, they have to provide the hardware., Currently, the project is providing a copy of the software. To date, the Skillsbank is being used at one business site.

Project Newsletter

The Workplace Training Project gathers information, writes, and distributes a project newsletter three times a year. This newsletter contains information about classes being held at each of the businesses, information about the project itself, and also provides details about project participants and staff. Copies of all issues are available from the project's Administrative Assistant. All WTP instructors, project business partners, college officials and others interested in the project are included in the newsletter mailing list.

If you need help tracking down the above resources or need something not mentioned here, remember that the Project Coordinator is a good resource.

Methodology for developing customized curriculum

Courses will be delivered through a variety of methods including cooperative learning, simulations, role plays, computer-assisted instruction, and individual instruction. All of these instructional methods have been shown to be effective with adult learners and to build skills in communication, thinking skills, group effectiveness, and leadership.

Cooperative learning

Cooperative learning is an instructional strategy that facilitates a transition from acquiring facts to learning how to think, from inactive learning to active learning. According to recent studies, employers seek workers who possess two abilities -- the ability to collaborate with others in a team effort and the ability to use thinking skills on the job. Cooperative learning helps facilitate teamwork and promote higher level thinking skills. In the workplace setting, instructors have found cooperative learning to be an effective instructional approach where participants try out different group roles and help other team members. This approach encourages greater retention and transfer of learning from the classroom to the work setting.

Relating classroom learning to work-related situations

Recent studies have also shown adult learning and retention increases when knowledge and skill development are directly connected to the adult's life. Simulations and role plays have been integrated into the interpersonal communication trainings as well as other trainings done in the workplace. Managers, supervisors, and employees from the workplace have provided work related situations that can be used in the classroom setting. In addition, workplace handbooks, manuals, and production sheets have been used as classroom materials.

Computer-aided instruction

Computer-aided instruction has been used to reinforce skills learned in the classroom. It provides participants with additional practice using a different modality. Project staff will continue to look at published computer software to locate the most appropriate and useful software for the workplace. Individual instruction is offered to participants through computer-aided instruction, through the instructor, and through one-on-one tutoring by arrangement.

Assessment

Participant

Instructors are responsible for developing or selecting pre and post tests for each class. Before developing a test, consult with the Project Coordinator because some tests may already have been developed or selected for use in the workplace environment.

Each class uses the same feedback sheets

In the Appendix you will find the Learner Evaluation Form. The Learner Assessment Form is in the office of the Project Coordinator. Both forms are to be used by all instructors. It will provide the instructor with valuable information for future classes.

Instructor

If you are interested in being evaluated, or in getting help with your Workplace Training Project assignment, ask the Project Coordinator to help set up a peer evaluation session, or a peer training session.

Uses for customized curriculum developed for this project

To share with others interested in implementing workplace instruction

Other businesses and community colleges around the nation are recognizing the need for on-going education for workers. This project is designed to be transportable to other communities. We are focusing on writing down the approaches we are using with our participants and companies, so that others will be encouraged to duplicate our efforts without our mistakes. Every new endeavor has challenges, and we are trying to document ours so that others understand some of the challenges before they face them. New situations are easier when you have an idea of what to expect. The curriculum we are developing is specific for the companies we are working with, but are generic in the sense of basic skills development.

To encourage opportunities for partnership with community colleges and the workplace

Community colleges are ideally situated to provide needed training in our communities. As technology changes our workplace, workers continually need upgrading of skills. Community colleges can provide for those needs by building partnerships with local employers. When employers see basic improvements in their return on investment through training of their workers, then the partnership becomes a viable part of their planning. Community colleges, likewise, need to understand how to provide training to employers in a way that makes good sense for the employer. When employers rely on employees to find needed training after work hours on their own, employees often do not get the training they should have. Community colleges need to understand how to help all levels of worker and employer needs. Other colleges will be able to review our project objectives and methods, and learn from our failures and successes.

Provide needed training for local employers

Because of our business/education partnership, the project expects to place LCC in local employers' minds for training needs under the following set of circumstances:

- assistance when downsizing or restructuring takes place
- improvement of productivity of current workforce is needed
- training in new technology as it develops

Provide a curriculum model for those seeking to fulfill similar goals

If a community college, agency, or business seeks to fill a need for workplace training in their community, the work carried out in this project will provide assistance in creating curriculum to fill the needs of working with businesses. As our project has made use of previous workplace projects, ours will also be valuable to any other college, agency, or business seeking to provide workplace training.

Writing Customized Curriculum

Word Processing Template for developing curriculum

One of the goals of the project is to develop curriculum that can easily be used by other colleges working with different businesses. To make it easier for each instructor to standardize the curriculum they develop, and to make sure each instructor developing curriculum keeps the large picture in mind, the project staff helped design a word-processing template to be used when developing curriculum.

Role of Curriculum Specialist

A Curriculum Specialist was hired to facilitate the development of the curriculum. The template was developed by the Curriculum Specialist and then revised, added to and streamlined by the entire Workplace Training Project staff.

The Curriculum Specialist also will take the finished curriculum and prepare it for publication. Each course will add to the whole of the curriculum project. Instructors are requested to provide a disk copy and hard copy of each of their courses to the Curriculum Specialist for this purpose. It should be submitted no more than a month following each course. To keep the curriculum project manageable, it is very helpful to keep the curriculum together and publishable throughout the duration of the project.

Template simplifies instructor's development task

This template acts as a guide or pattern for documents. A template is a file that contains the parts of a document and features used for a specific type of document. Microsoft's *Word for Windows* templates can contain text, pictures, graphs, formatting, and more. When you open a new document, all the formatting commands and features of the template are transferred to the new untitled document. The blank template remains unaltered on disk, so it is always available as a boilerplate, ready for the next document.

Template standardizes curriculum development

Such a template means that all the curriculum will have the same look, the same format, and the same basic categories of information. All the instructors need to think through is how to meet the curriculum needs of the project participants. Having such a template helps all instructors have a consistency of approach for the project. It also helps the instructors be aware of the problems their curriculum needs to solve.

Template can be added to or revised

The template has already been designed, distributed and is being used by the instructors involved in the project. Nevertheless, it is always open to revision and to additions. All a staff member needs to do is advise the Curriculum Specialist of a change you would like to see implemented.

If it is a simple correction, it will be made and distributed. If it requires discussion of the concept, the suggestion should be brought to the regular WTP meeting. Any change to the template can easily be incorporated.

Instruction in how to use template available

Every instructor is offered the opportunity to work with the Curriculum Specialist to learn how to use the template. The template comes with directions, but depending on your familiarity with MS *Word for Windows*, you may wish to schedule time to make sure you understand how to work with the template. The Curriculum Specialist is also available to help you develop your curriculum if you find you need to work with someone else to take care of the "administrative" details. It is important to the project that the curriculum be completed, so please don't hesitate to make use of the resources available to you.

A blank template has been printed out to help instructors understand the scope of the curriculum. It is in the Appendix.

A sample of a developed course using the template is included in the Appendix.

Staff Development Opportunities

Staff development is an important objective of the project. There are many opportunities available. Some are free, others are paid for through the project, and still others are available at the instructor's expense.

Teleconferences

Previously taped teleconferences are available on a check-out basis from the LCC library.

- *What Works: Literacy Training in the Workplace* - This videoconference is designed primarily for adult literacy educators who are providing literacy instruction in the workplace and adult literacy program administrators and staff developers.
- *Workplace Education Mini-Course* - The purpose of the 7-hour workplace education courses is to provide teachers, counselors, and other workplace education staff with an overview of the field and critically examine all aspects of workplace education programming.

Video tapes

Video tapes are available through the Project Coordinator on a check-out basis.

- *Retraining the Workforce* - This video-based training system provides a step-by-step process for developing and implementing workplace literacy training programs. There are six 30-minute videos, featuring case studies produced on-site in an actual work environment.

Trainings

Professional Development Series for Adult Basic Education Instructors.

Two-day trainings are available during the winter and spring quarter of each school year. Trainings can include problem-solving in math, cooperative learning, communicative ESL, and improving thinking skills for Adult Learners.

Trainings are free to Adult Education instructors. See the Project Coordinator for a listing of trainings available for the current academic year.

Workplace Education Courses available through Portland State University and Oregon State University.

Courses are offered for credit with a non-credit option. Tuition costs are at the instructor's expense. See the Project Coordinator for course brochures.

Appendix

Needs assessment summaries

The Job Task Analysis was conducted by Meristem Organizational Development Consultants. Two focus groups were conducted at each of the business sites: one with employees, and one with supervisors. The point of the focus group was to identify training needs. The report is available for you to review; ask the Project Coordinator.

Sample Forms and Evaluation tools

Included are examples of tests already prepared by other instructors. These are intended as examples only. You are encouraged to create tests that are appropriate for your class and business site.

Sample of the Individualized Learning Plan Form

Sample of a Learning Style Activity Form

Learner Evaluation Form

Curriculum Examples

Blank template

Sample of Developed Curriculum

General Information

Release of Information Form

Appendix

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Curriculum Examples

Blank template

Sample of Developed Curriculum

General Information

Release of Information Form

Individual Learning Plan

Name:_____ **Class dates:** _____

Company: _____ **Class:**_____

The purpose of an Individual Learning Plan is for you, the learner, to have a say about what you want to learn in the class. Below you are asked to develop and monitor your own learning plan with the instructor so that you can measure your own progress in the class and in achieving your goals.

Part 1 - Beginning of class

Pre-test results: _____

1. The reason I am taking this class: (Check all that apply)

___promotion ___personal development

___required ___prepare for other training

___skills needed for current job ___keep job

2. Please look at the class outline you and your instructor developed during the first class meeting. Of the competencies that will be covered, please write in the most important skill(s) you want to learn.

Goal:_____ Completion date: _____

Objectives:_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Individual Learning Plan

Page 2

3. I will know that I have learned the skill if: (Mark all that apply)

____I pass a competency-based test in _____

_____

____I can apply the skills to my job by_____

_____

Other _____

_____

_____

Part 2 - End of Class training:

1. Did I progress in meeting my goal? Rate yourself on the scale (1=low, 10=high)

_____

1 5 10

2. My attendance in this class (1=absent often, 10=present each class)

_____

1 5 10

3. I need more work in _____

_____

_____

Post test results:_____

Learning Channel Preference

Read each sentence carefully and consider whether it applies to you. On the line write **3** if it **often** applies, **2** if it **sometimes** applies, and **1** if it **never** or almost never applies.

Preferred Channel: VISUAL

____ 1. I enjoy doodling and even my notes have lots of pictures, arrrows, etc. in them.
____ 2. I remember something better if I write it down.
____ 3. When trying to remember a telephone number, or something like that, it helps me to get a picture of it in my head.
____ 4. When taking a test, I can "see" the textbook page and the correct answer on it.
____ 5. Unless I write down directions, I am likely to get lost or arrive late.
____ 6. It helps me to LOOK at a person speaking. It keeps me focused.
____ 7. I can clearly picture things in my head.
____ 8. It's hard for me to understand what a person is saying when there is background noise.
____ 9. It's difficult for me to understand a joke when I hear it.
____ 10. It's easier for me to get work done in a quiet place.

Visual Total _____

Preferred Channel: AUDITORY

____ 1. When reading, I listen to the words in my head or read aloud.
____ 2. To memorize something it helps me to ssay it over and over.
____ 3. I need to discuss things to understand them.
____ 4. I don't need to take notes in class.
____ 5. I remember what people have said better than what they are wearing.
____ 6. I like to record things and listen to the tapes.
____ 7. I'd rather hear a lecture on something rather than have to read about it ina textbook.
____ 8. I can easily follow a speaker even though my head is down on the desk or I'm staring out of the window.
____ 9. I talk to myself when I'm problem solving or writing.
____ 10. I prefer to have someone tell me how to do something rather than have to read the directions myself.

Auditory Total_____

Preferred Channel: HAPTIC

____ 1. Idon't like to read or listen to direction; I'd rather just start doing.
____ 2. I learn best when I am shown how to do something and then have the opportunity to do it.
____ 3. I can study better when music is playing.
____ 4. I solve problems more often with a trial-and-error, rather than a step-by-step approach.
____ 5 My desk and / or locker looks disorganized.
____ 6. I need frequent breaks while studying.
____ 7. I take notes but never go back and read them.
____ 8. I do not become easily lost, even in strange surroundings.
____ 9. I think better when I have the freedom to move around; studying at a desk is not for me.
____ 10. When I can't think of a specific word, I'll use my hands a lot and call something a "what-cha-ma-call-it" or a "thing-a-ma-jig".

Haptic Total _____

LEARNING STYLES

	CLUES	LEARNING TIPS
V I S U A L	• Needs to see it to know it • Strong sense of color. • may have artistic ability. • Difficulty with spoken directions. • Overreaction to sounds. • Trouble following lectures. • Misinterpretation of words.	• Use of graphics to reinforce learning films, slides, illustrations, diagrams, doodles • Color coding to organize notes and possessions. • Written directions. • Use of flow charts and diagrams for note taking. • Visualizing spelling of words or facts to be memorized.
A U D I T O R Y	• Prefers to get information by listening - needs to hear it to know it. • Difficulty following written directions. • Difficulty with reading. • Problems with writing. • Inability to read body language and facial expressions.	• Use of tapes for reading and for class and lecture notes. • Learning by interviewing or by participating in discusions. • Having test questions or directions read aloud or put on tape.
H A N D S O N	• Prefers hands-on learning. • Can assemble parts without reading directions. • Difficulty sitting still. • Learns better when physical activity is involved	• Experiential learning (making models, doing lab work, and role playing. • Frequent breaks in study periods • Tracing letters and words to learn spelling and remember facts • Use of computer to reinforce learning through sense of touch. • Memorizing or drilling while walking or exercising. • Expressing abilities through dance, drama, or gymnastics.

Workplace Training Project

Learner Evaluation

Circle **one** number in each row

1. The instructor was well prepared						
rarely	1	2	3	4	5	always
2. The instructor taught me in ways I could understand						
rarely	1	2	3	4	5	all the time
3. The class activities related to my individual learning plan						
rarely	1	2	3	4	5	always
4. Enough practice exercises were included						
too few	1	2	3	4	5	enough
5. I received enough feedback on my practice exercises						
rarely	1	2	3	4	5	always
6. The tests measured if I was learning the course objectives						
not at all	1	2	3	4	5	always
7. Using work related examples helped me learn						most of
rarely	1	2	3	4	5	the time
8. The class focused on areas that are important in my job						most of
never	1	2	3	4	5	the time
9. This class has been useless to me on the job	1	2	3	4	5	very useful to me on the job
10. I would recommend this class to co-workers						
yes			no			
11. I would like to have more training at my workplace in the future						
yes			no			

The best part of the class was _____

_____

_____

The class could be improved by ..._____

_____

_____

Workplace Training Project

Release of Information Form

As a representative of _____ (company name), I understand and agree that assessments given to an employee as a part of the Workplace Training Project will only be used to develop company-specific curriculum for classes designed and given at the above named company. These assessments are not to be used as part of that employee's job performance evaluation or employment record.

I further understand that the test administrator may release a range of test scores to the company, but will not be obligated to release any individual score without prior written consent of the employee.

_____
Company Representative

_____
Date